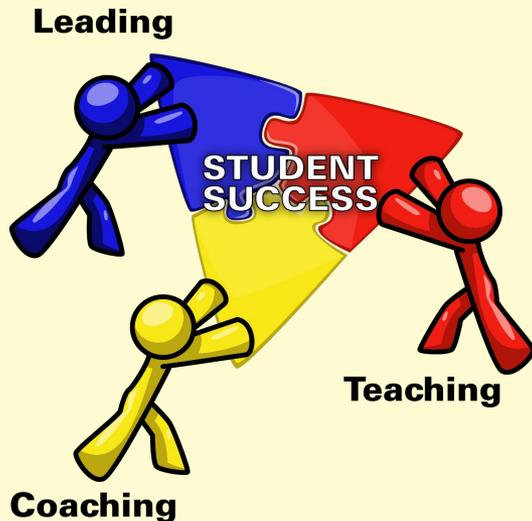


# School Improvement for Student Success Conference

## Creating Effective Professional Development as a Part of the SIP



Jennifer Bass, PDC East Area

Frances Harris-Burke, SSC North Area

Heather Stewart, PDC South Area

<http://bit.ly/2h2CTFA>

# Introduction

Participants will gain an understanding of effective professional learning practices that will develop staff, support school improvement and positively impact student growth. Participants will develop professional development tasks to support a School Improvement Plan (SIP) goal or school initiative.



# Group Norms

- Value differences
- To be actively involved
- Agree to disagree
- Listen
- Additions from the group?



# Roles Needed

- Facilitator
- Time Keeper
- Tech Captain(s) - no more than two
- Town Crier - can rotate
- Clarifier



# Objectives

- Recognize the alignment of professional learning to the SIP dimensions and NC STARS indicators;
- Understand and utilize common language as part of an effective professional development plan aligned to SIP;
- Identify best practices for planning, implementing, monitoring, and evaluating an effective professional development plan;
- Collaborate and plan for planning, implementing, monitoring, and evaluating an effective professional development plan; and
- Generate next steps for sharing/communicating SIP



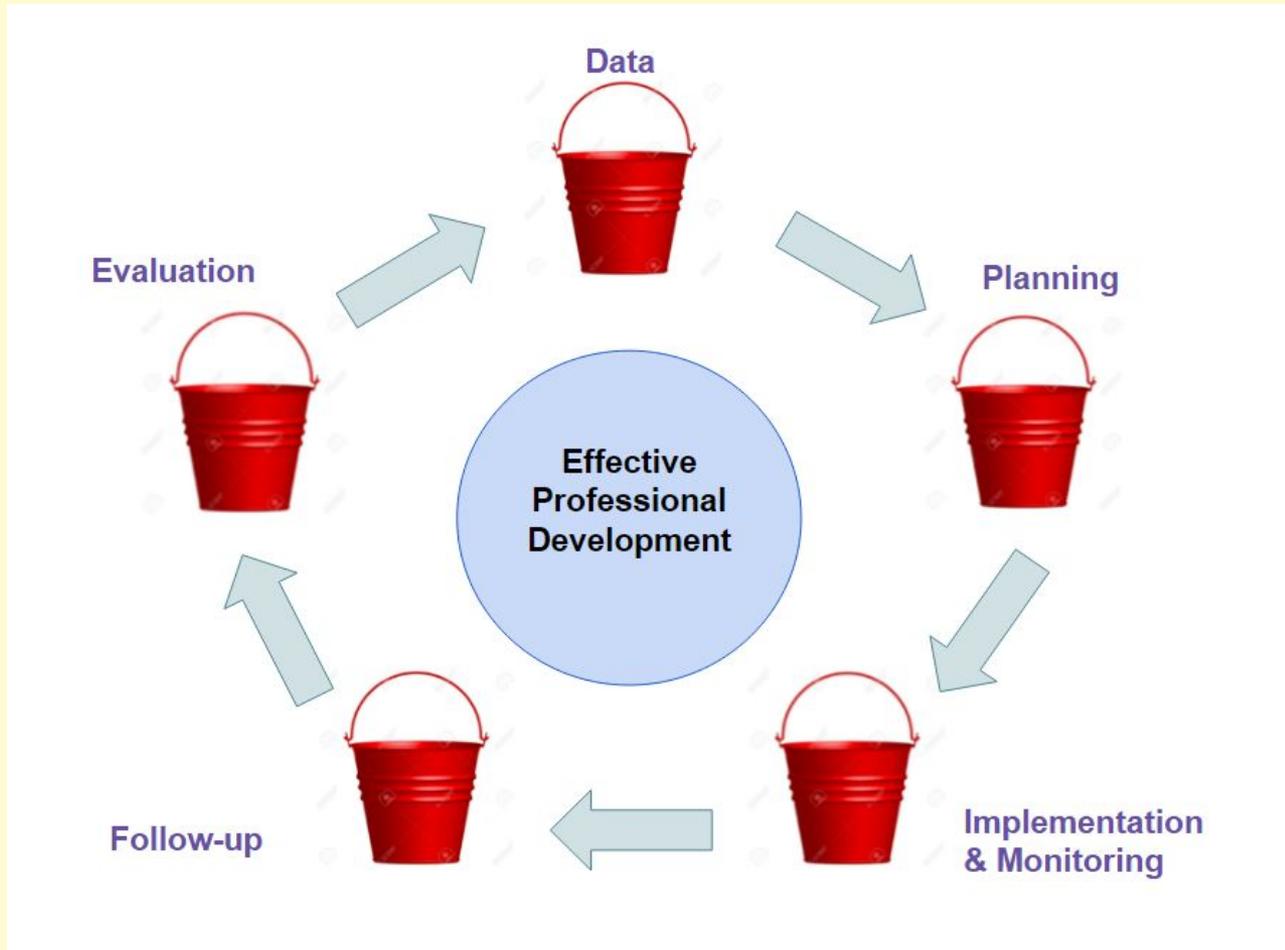
# Our Process

What do you think of when you look at the picture?

Compare the image to effective professional learning.



# Agenda



# Background Knowledge (Data)

- NCStar Indicators
- Guskey's Framework
- Culture for Learning
- Adult Learning Theory
- Standards for Professional Learning



C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (5152)

C1.02 The principal plans opportunities for teachers to share their strengths with other teachers. (5153)

C1.03 The LEA/School has established, communicated, and provided to employees clear goals and measures for employees performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning. (5154)

C1.04 The LEA has a team available to help principals as they support underperforming employees to minimize principal's time spent dismissing low performers. (5155)



C2.01 KEY The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments. (5161)

C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (5163)



# Level of Implementation

Complete the Survey

Click on the image or this [link](#) to access survey.

QUESTIONS      RESPONSES

---

## NC Star Indicator Survey

Rate the level of implementation of the indicators listed below. Answer to the best of your knowledge. The scale descriptors: 0 - not happening, 1 - happening but needs improvement, 2 - we are fine in this area.

Please complete the form below and click 'submit' when finished.

---

C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (5152)

	0	1	2	
Not happening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We are doing fine in this area



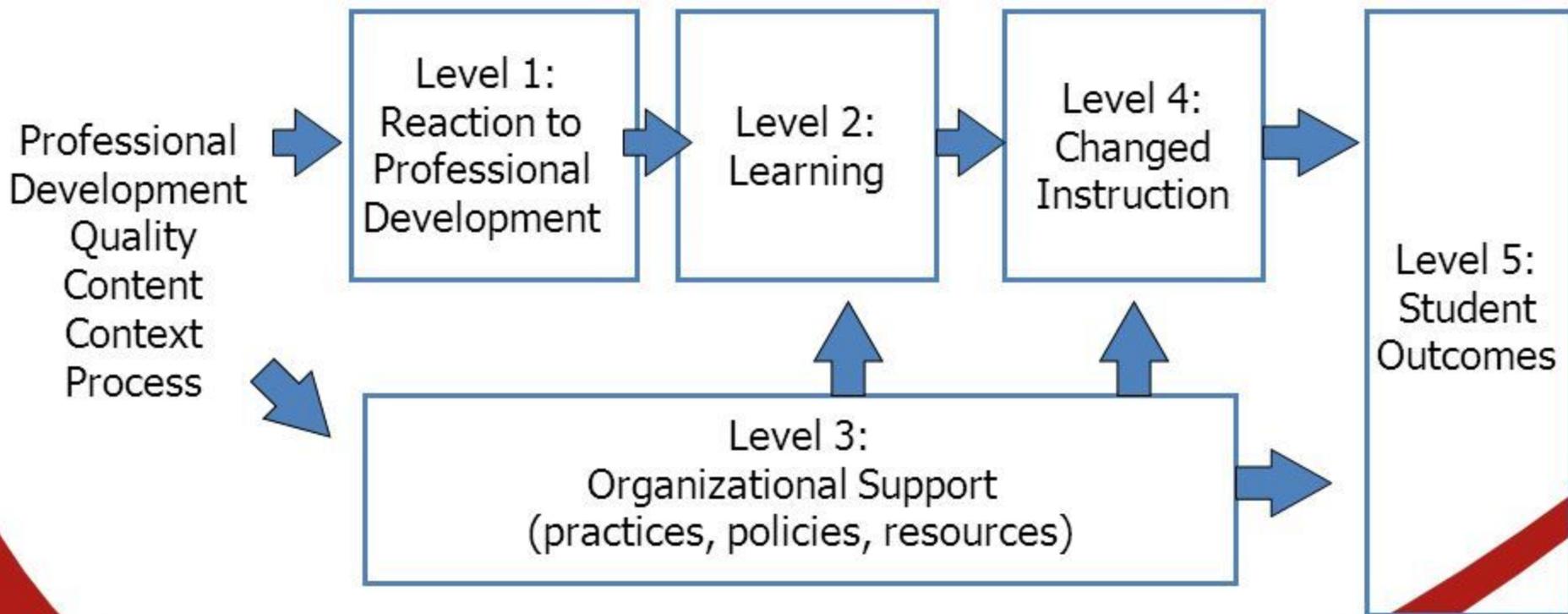
# Culture and Professional Development

*Even when introduced with new “solutions” if they run counter to the culture ...they will be tacitly reshaped to fit the underlying reality.*

- Hay Group Education



# Guskey's Evaluation Framework



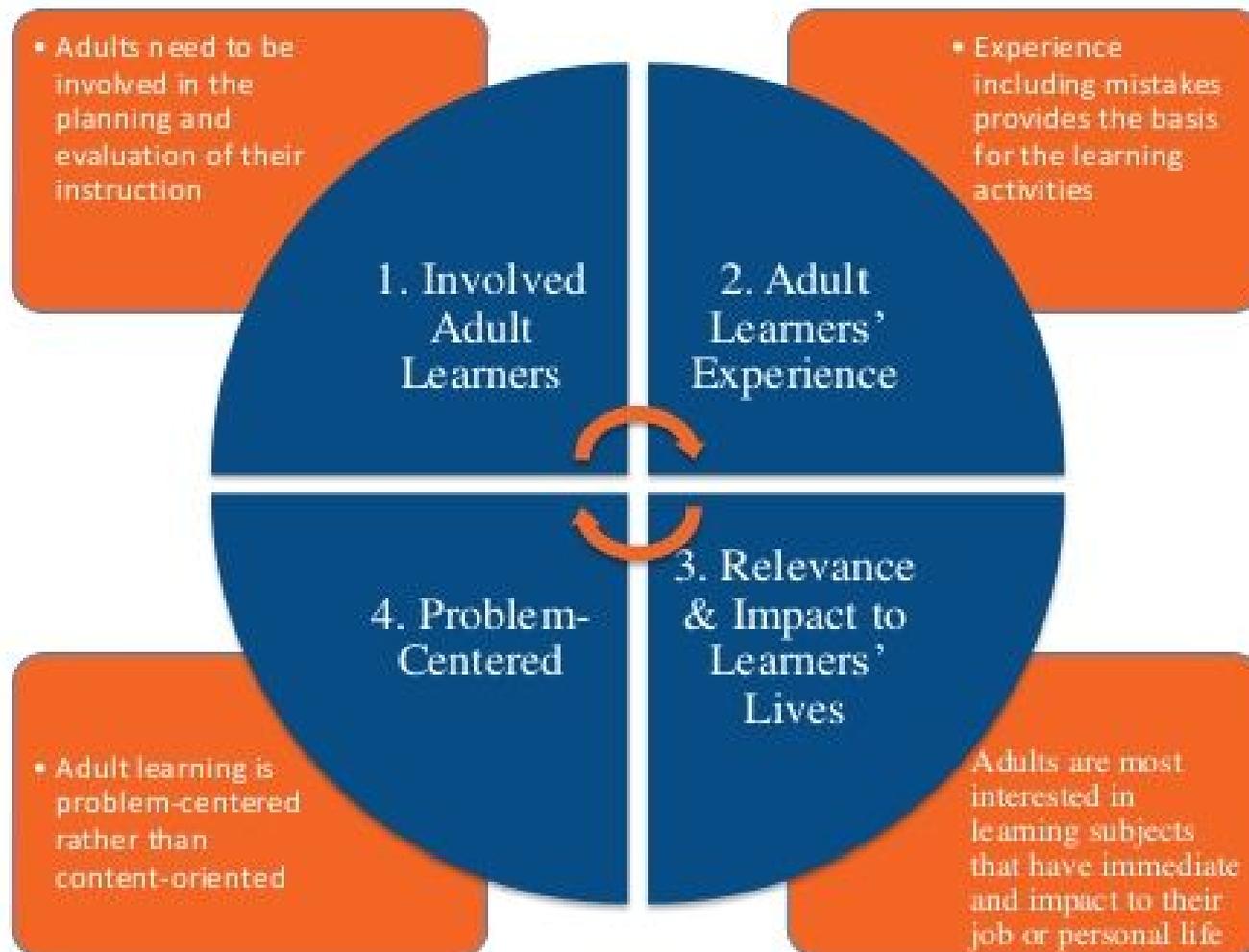
Adapted from Guskey, 2000, pp. 79–81

# Establishing a Culture for Learning

- Ensure learning is relevant
- Know your participants
- Design professional development to address participants' stages of learning



# Knowles' 4 Principles Of Andragogy



# Where are we now?

## Self-Assessment

- What are your core beliefs about the components of effective professional development?
- What do you believe are your strongest skills as a presenter or designer of professional development?
- What do you believe are your areas for growth?



# Where are we now?

## Assessing your participants

It is important to determine:

- how receptive participants are to change in general; and
- how receptive they are to new learning.



# Establishing a Culture for Learning

Participants fall into four basic categories when faced with change or new learning .

- Resistance/Denial
- Confusion/Uncertainty
- Acceptance and Exploration
- Commitment and Creation



# Where are we now?

Think about your district/building teams; grade level, content area, etc. List characteristics of participants in each group. Where do you think the groups fall on the continuum? How might learning look different for each group?



Resistance/Denial	Confusion/ Uncertainty	Acceptance/ Exploration	Commitment/Creation



# Read the Article & Final Thoughts

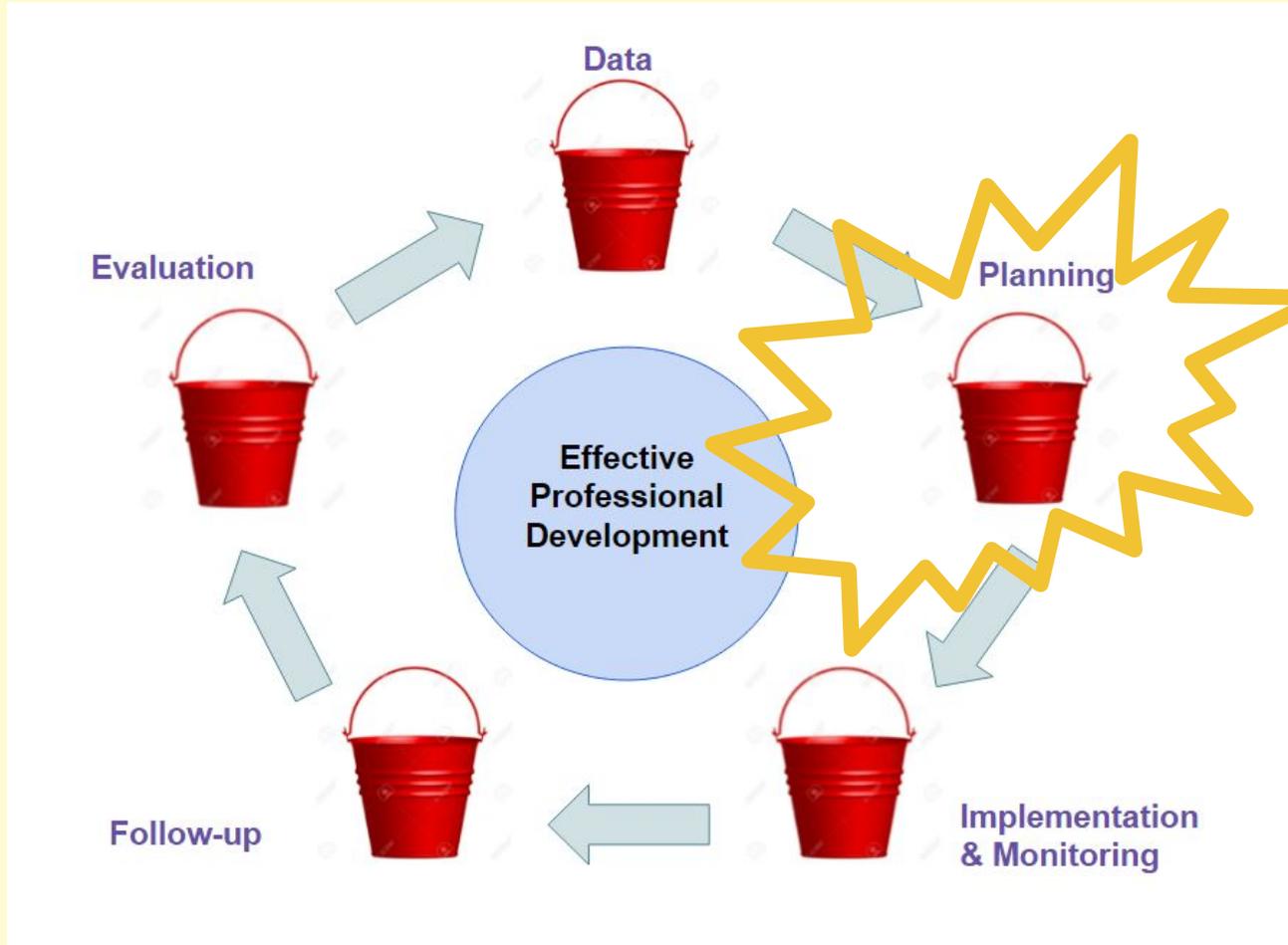
Article [Link](#)

Activity - Four Corners

- Identify your number 1, 2, 3, 4
- At the signal, move to a corner
- Respond on the posters
- At the signal, rotate posters



# Planning



# Standards for Professional Learning

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
	<b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.



# Professional Development Plans

Who has a District Professional Development Plan?

Who has a School Professional Development Plan?

Who has professional development included in their SIP plan?

Who is aware that the executive and teacher standards address professional development?



# Executive Standards that Support Implementation of PD

## I - Strategic Leadership

**Id:** Distributive Leadership

## II - Instructional Leadership

**Ila:** Focus on Learning and Teaching, Curriculum, Instruction and Assessment

## IV - Human Resource Development

**IVa:** Professional Development/Learning Communities

**IVb:** Recruiting, hiring, placing and mentoring of staff

[Link](#) to Executive Standards Rubric



# Teacher Standards That Support Implementation of PD

Standard I: Teachers demonstrate leadership

Ib. Teachers demonstrate leadership in the school

Ic. Teachers lead the teaching profession

Standard V: Teachers reflect on their practice

Vb. Teachers link professional growth to their professional

Goals

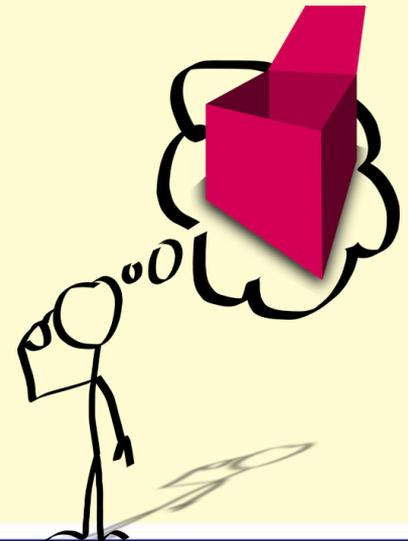
[Link](#) to *Teacher Standards*



# Something to Consider

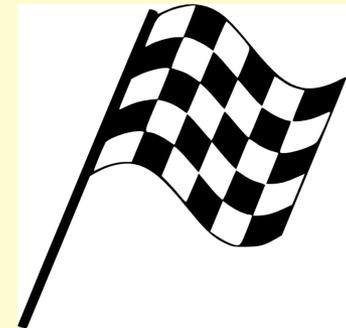
“If teachers are to prepare an ever more diverse group of students....they will need substantially more knowledge and radically different skills than most now have and most schools of education now develop.”

J.D. Bransford



# Begin With the End in Mind

When it comes to *planning* professional learning, our primary goal is to improve student learning outcomes, planning must begin with clarifying those outcomes. This means we must plan backward, beginning where we want to end and then working our way back to the processes that will get us there (Guskey, 2001; Hirsh, 2012).



# Desired Student Learning Outcomes

Before thinking about the format and content of any professional learning experience, we must first consider the **specific student learning outcomes** we want to attain and what **evidence** will best reflect those outcomes.



The ultimate goal of all professional development must be to help teachers **enhance student learning**.



# Selection of Professional Development

Problem  
Identification

Evaluation

Problem  
Analysis

Solution

Professional  
Development



# Quality Professional Development

High-quality professional learning is the foundation on which any improvement effort in education must build

## Professional Learning Should Include:

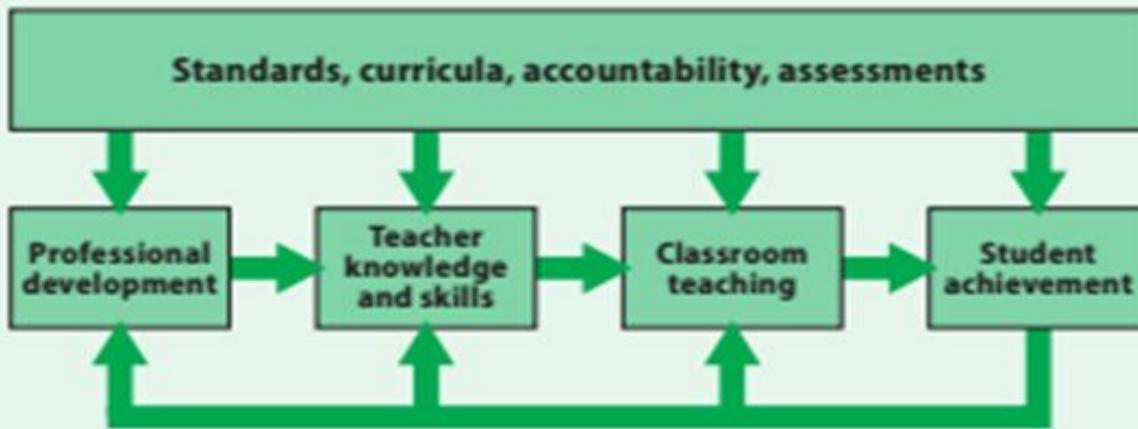
- Active learning
- Authentic work products
- Collaboration
- Diversity
- Applicable in many situations
- Aligned to North Carolina Professional Standards.



# How Professional Development affects Student Achievement

FIGURE 1

**How professional development affects student achievement**



Think about the diagram above.

Discuss your thoughts on how effective Professional Development impacts student achievement.



# Relationship Between Professional Learning and Student Results

- When Professional Learning is standards based, it has a greater potential to change what educators know, are able to do and believe
- When educator's knowledge, skills and dispositions change, they will have gained effective strategies to meet student needs
- When educator practice improves, students are more likely to achieve positive results
- When student results improve, the cycle repeats for continuous improvement



# Steps for Planning Professional Learning

Think big, start small!



**Move slow to move fast!**



# Connecting the Standards

How do the questions support planning for building professional development capacity for teachers and principals?

[Handout - Connecting the Standards](#)



# PD Planning with the Professional Learning Standards

Standard	What structures/systems are in place now?	What makes this standard effective?	What are the key components to plan and consider?	What resources are needed; i.e. human, tools, protocols, etc.?
Learning Communities				
Leadership				
Resources				
Data				
Learning Designs				
Implementation				
Outcomes				



# New Practices to Be Implemented

- Decide what instructional practices and policies are most likely to produce the student learning outcomes we want
- Ask questions such as: How do we know these particular practices and policies will produce the results we hope to achieve? How good or reliable is that evidence?
- Ensure that sound evidence validates our chosen approach before dedicating time and resources



# Needed Organizational Support

- Ensure organizational supports that are necessary to implement them well. Many valuable improvement efforts fail miserably because of a lack of active participation and clear support from school leaders (Guskey, 2004).
- Provide the resources required for implementation.
- Feedback to teachers on the results of their efforts.
- Planning for Professional Learning but also for Implementation/Monitoring



# Desired Educator Knowledge and Skills

- What must educators know and be able to do to successfully implement the new practices and bring about improvements in student learning?
- Participants must develop sufficient knowledge of new practices.
- They must understand the rationale behind the change.

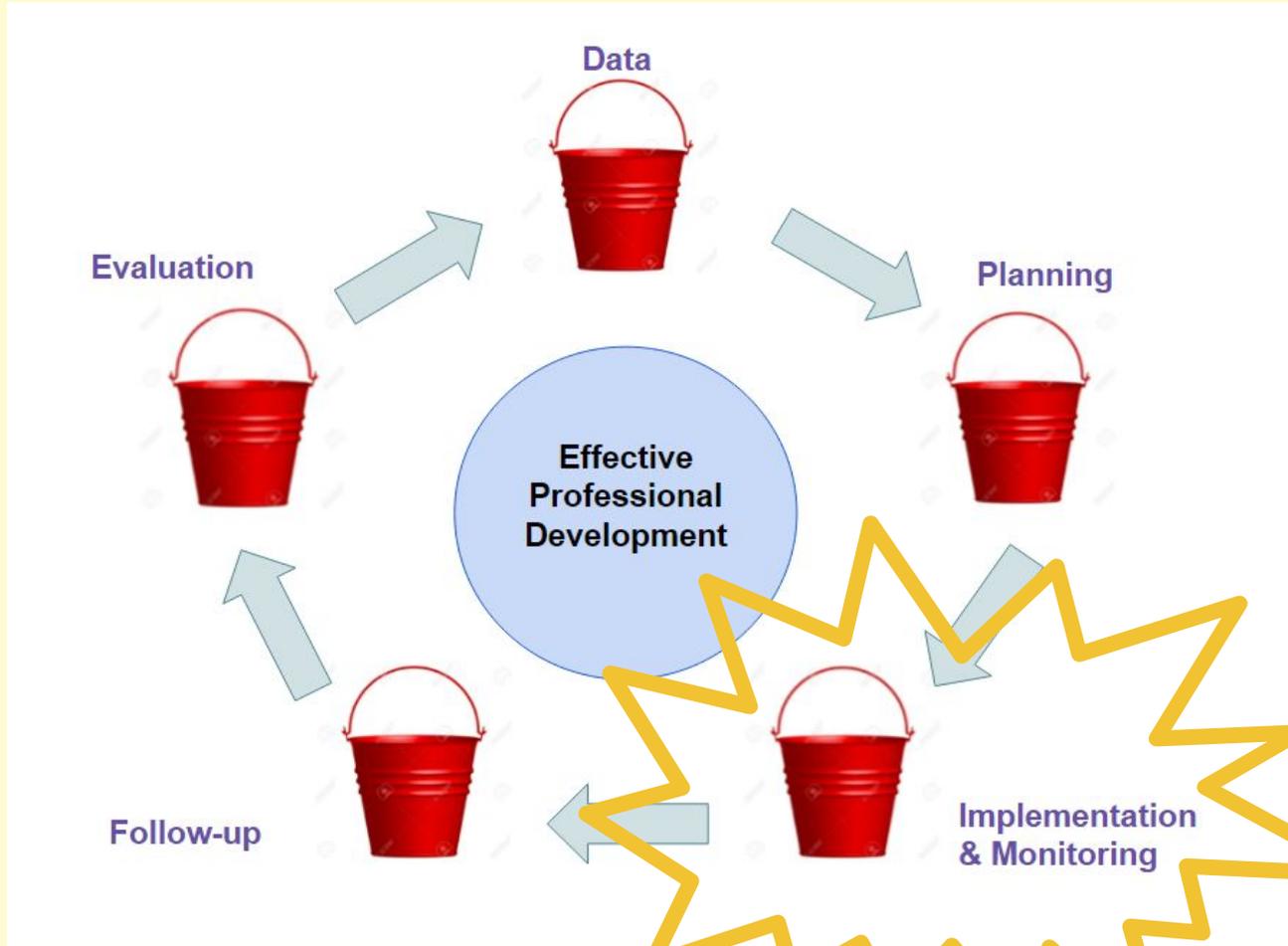


# Order of Change

1. Teaching practices
2. Student learning
3. Teacher attitudes and beliefs



# Implementation & Monitoring



# Implementation/Monitoring

**Professional Learning in the Learning Profession (NSDC, 2009) affirms the value of growth opportunities that are “sustained, focused on important content, and embedded in the work of collaborative professional learning teams” to improve student learning.**



# Table Talk Questions

What current practices or structures do you use to build Professional Development capacity now?

How do you ensure that principals monitor the initiatives?



# Building PD Capacity for all Stakeholders

- Comprehensive and customized approach;
- Focuses on specific pedagogical practices, leadership practices or content areas;
- Develops a core group as local experts for sustainability;
- Develops core group's capacity to support job embedded professional learning



# Teachers and Administrators PD Capacity

- PD plans aligned with student & adult learning needs;
- Use of data from teacher and administrator collaboration about student performance;
- Job-embedded learning;
- Results-based classroom and evaluation practices

(ASCD, 2009)



# Teachers Collaborate

- Peer coaching & mentoring/Demonstrations
- Using protocols for examining student work & other student data
- Follow-up instructional and assessment planning based on student learning data

(ASCD, 2010)



# What do PLCs look like for teachers and principals in your LEA/school?

Supportive and shared leadership

Collective creativity

Shared values and vision

Supportive conditions

Shared personal practice



# Professional Development Models

- Consortium Model
- Teacher Leader Model
- School Improvement Coach Model

(ASCD, 2009)



# Options for PD Capacity Building

- Conferences/Workshops
- Book Talks/Study
- Modules
- Periodicals/Articles
- Blended Learning
- School-based administrator involvement in PD and support



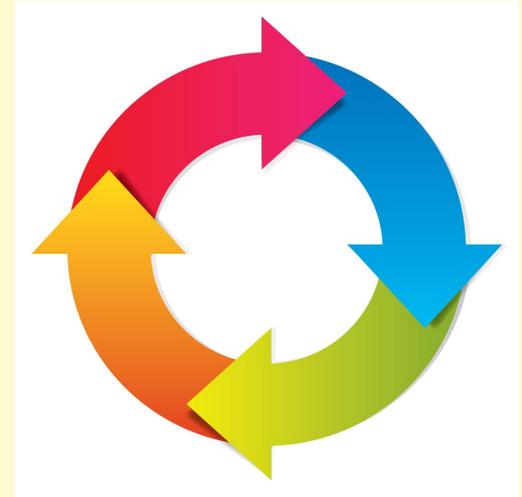
# Differentiated PD

Level 1: Awareness

Level 2: Skill Development

Level 3: Implementation

Level 4: Institutionalization of Practices



(ASCD, 2010)



# Principles of Differentiated PD

Welcoming and Safe Classrooms

Ensuring quality of what is taught

Committing to ongoing assessments

Differentiating the PD Tasks

Making groups flexible

(Strickland, 2007)



# Looking Back at NCSTAR

**Pick one indicator and create tasks focused on building Professional Development Capacity for your teachers or principals.**

**Be prepared to share.**



# Learning Stations

Coaching/Job-embedded  
PLC/PLN

Student Data and Artifacts

Differentiated PD

Digital Teaching Use and PD



# Activity Directions

## Wiki

- (1) Each participant selects an area to review
- (2) Share the new learning with table team
- (3) Put a recommendation(s) in DotStorming



# Station Learning

dotstorming

Share Add an idea Add an image

## Creating Effective Professional Development

What does high-quality effective professional learning look like?

This topic currently has no items

Board Editable Voting Enabled Rank by votes

3 votes available

Chat Turn Off

Participants 1  
Heather Stewart



# Digital Teaching and Learning for PD

Review the Tech Tools and Discuss what strategies will work for your School/LEA

- Building Professional Development Capacity  
[Toolkit](#)
- T-Pack [Website](#)



# Teacher Roles and Responsibilities

- Collegial Support
- Adult Learning Theory
- Review Examples of Differentiated PD
- Create time to Embed into daily practice
- Find Detailed explanations of the “I Do, We Do, You Do”

Bowgren & Sever, 2009

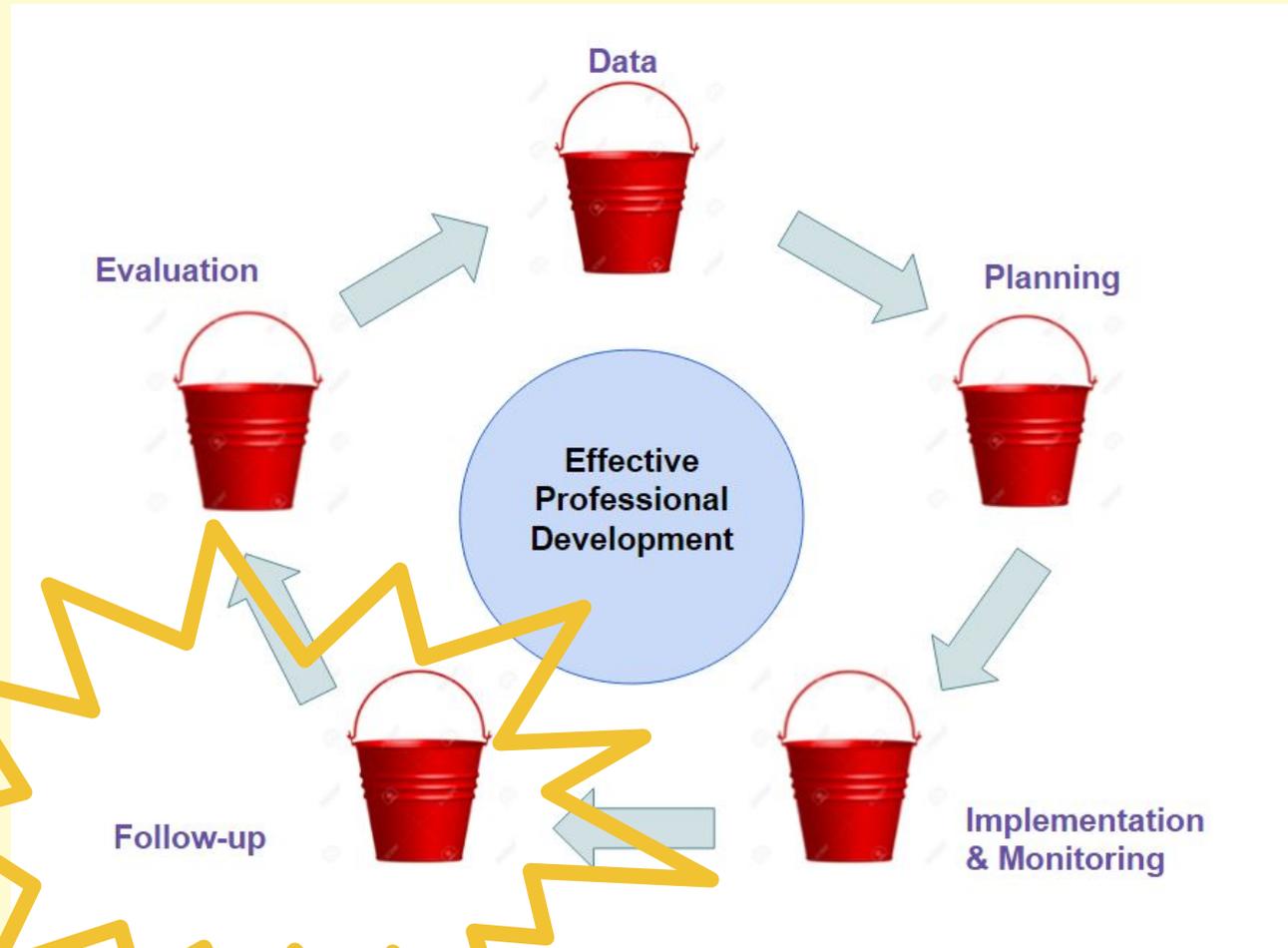


# Summary of Key Points

- Time for teacher and administrator collaboration
- Incentives for teacher leaders/Sustainability
- Administrators as instructional leaders
- Support for job-embedded professional learning
- Useful/aligned PD Plan & evaluation requirements (ASCD, 2009)



# Follow-Up



# Follow-up on Professional Development

Creating a logic model can facilitate reaching that goal. A [logic model](#) focuses on the theory of change and uses words and or pictures to describe the sequence of activities that will be used to achieve the change.



# Benefits

- making the intention behind your program clear;
- introducing common language and references for collaborators in your program; defining resources and outlining activities, as in an action plan;
- showing quantitative outputs as well as short-, mid-, or long-term effects;
- using a visual display as a proven and effective learning tool;
- illustrating the process of your program, speaking to its value beyond the measurable effects; and
- using theories of change to guide the planning process, making lessons learned more evident in the evaluation stage.

**McCrel, 2016**



# Use of Logic Model

- Identifying the problem(s) - (What is the district need?)
- Naming the desired result(s) - (What is the goal for the future?)
- Developing the strategy for achieving the goal(s) - (How can the goal be achieved?)



# Logic Model

## Smart Goal

Inputs	Activities	Initial Outcomes	Intermediate Outcomes	Intended Results



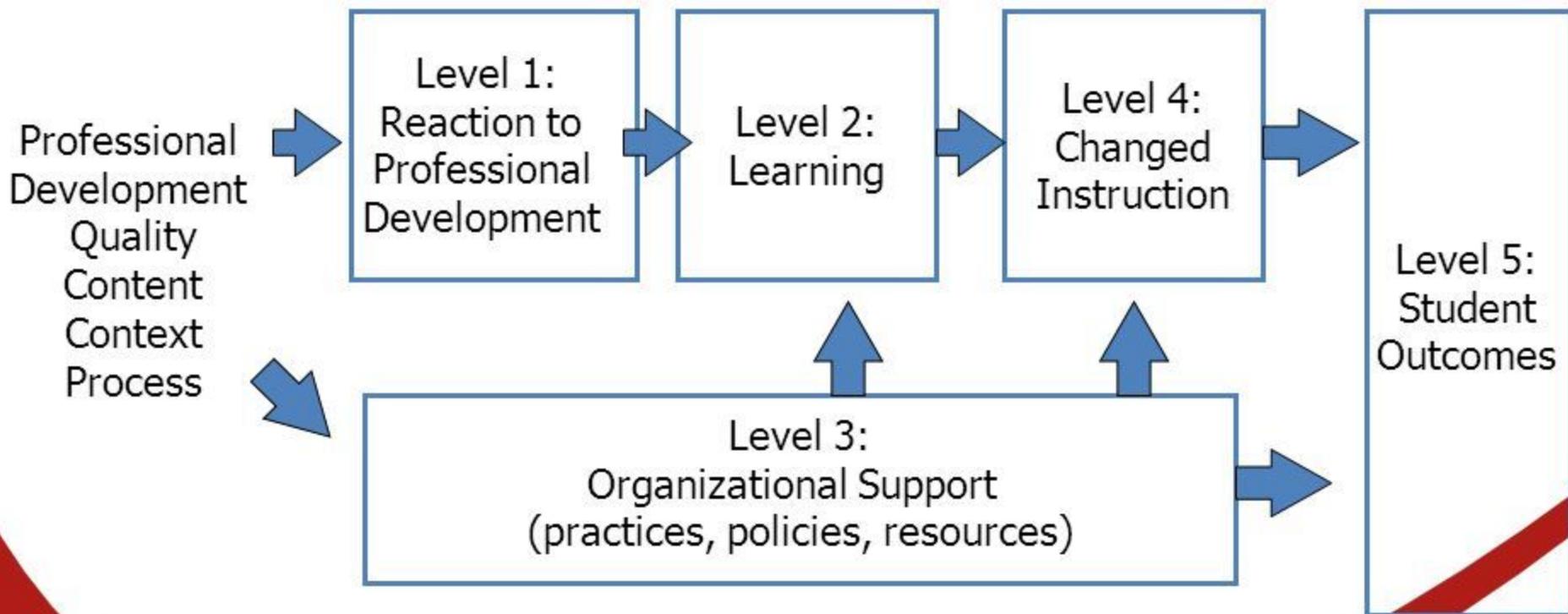
# Logic Model Sample

SMART Goal: All teachers in Grades 6-12 will increase use of EVAAS data in instructional planning as measured by the analysis of *Academic Preparedness Reports* and created *Custom Student Reports*, as shared in PLC or team meeting notes submitted to the principal by April 1, 2014

Inputs	Activities	Initial Outcomes	Intermediate Outcomes	Intended Results
<p>Resources – human, material, time, etc.</p> <p>Provide release time for professional development sessions</p> <p>Facilitators</p> <p>Common planning time</p> <p>EVAAS login and appropriate access given by the district administrator</p> <p>Digital PLC template</p>	<p>Review EVAAS updates and past training in staff meetings.</p> <p>Provide training for new teachers and teachers who need additional assistance.</p> <p>Provide digital PLC agenda template for data team and PLC meetings with notes to be submitted to principal.</p>	<p>Teachers will understand the purpose of each EVAAS report</p> <p>Teachers will begin to understand how to use EVAAS reports</p> <p>Teachers will create customized reports</p> <p>Teachers will begin to Discuss EVAAS reports and data with peers</p> <p>Teachers will use the PLC template</p>	<p>Teacher consistently use reports for instructional planning</p> <p>Teachers will target student needs based on EVAAS reports</p> <p>Scheduling and placement options are determined by a variety of data tools including EVAAS data/reports</p> <p>Decisions about continued use of programs and district resources are impacted by EVAAS data/reports</p> <p>Student will use reports to set goals</p> <p>Identify individual student situations and needs that have impacted recent achievement scores (external factors)</p> <p>The PLC agenda template will become a reporting tool for meeting minutes and outcomes</p>	<p>Increased student achievement</p>



# Guskey's Evaluation Framework



Adapted from Guskey, 2000, pp. 79–81

# Think back to the Dufour Questions

How do you know they have learned it?

What will you do when they have learned it?

What do you do if they haven't learned?



# Teacher Collaboration of PD

- Small group workshops or work sessions
- Study groups Sustainability Practices
- Action research
- Meetings used as opportunities for learning
- Virtual and face-to-face unit, lesson, & assessment



# Activity - Case Study of Effective PD

- Read the Case Study of an example of an effective Professional Development opportunity. Link to [Case Study](#)
- Use sticky notes to write examples from the case study that exemplify it to be effective professional development (one idea/sticky note)
- Share your thoughts with your table.



C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (5152)

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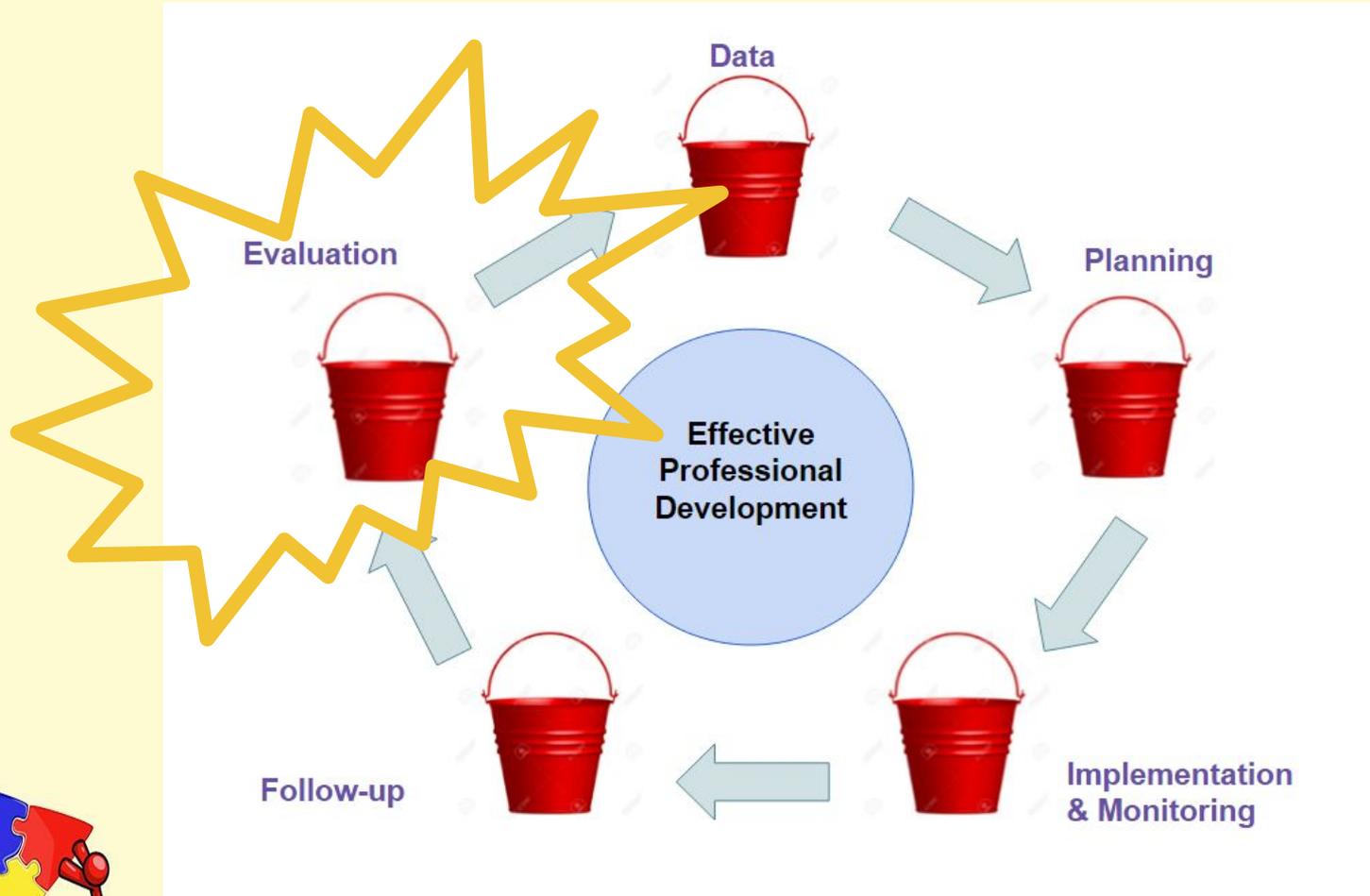
C2.01 KEY The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

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C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (5163)



# Evaluation



# Evaluation

STANDARDS FOR PROFESSIONAL LEARNING			
<p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p>	<p><b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p><b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p><b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p><b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p><b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p><b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p><b>OUTCOMES:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>



# Link to Student Results



# DuFour Questions

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they have?
- What will we do if they haven't?

Apply this to Professional Learning:

What does it mean in your district: Full implementation vs. Full Participation

- How do you know you have full implementation?



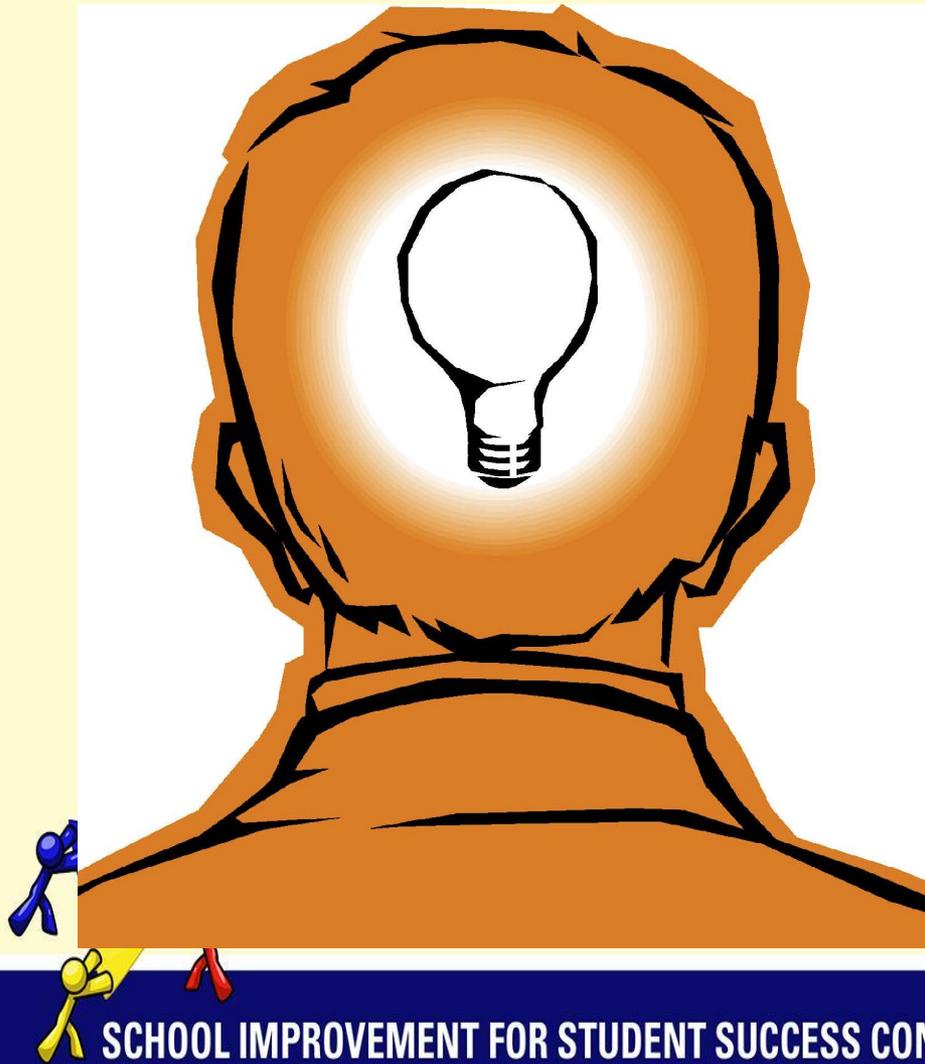
# Full Implementation - Evaluation

A systematic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a program. – *Killion, 2008*

The systematic investigation of merit and worth.  
– *Thomas Guskey, 2000*



# Group Think – Table talk and Share



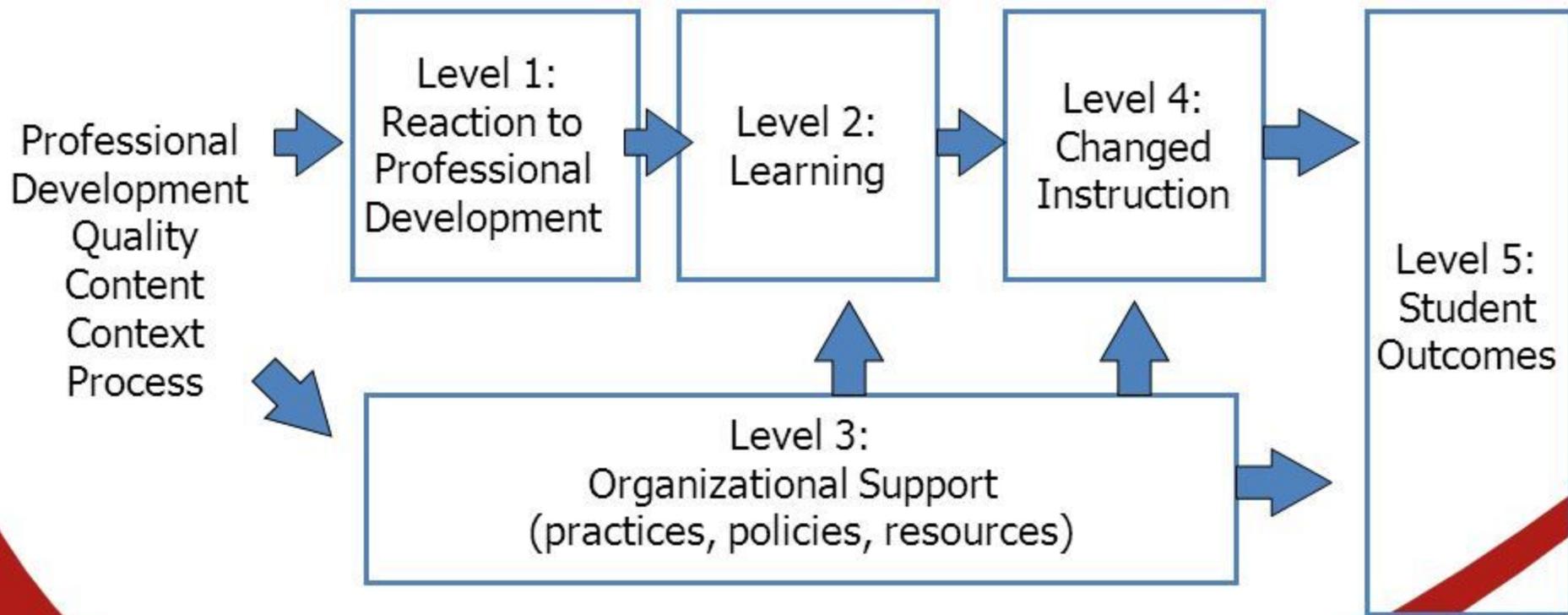
1. What aspect of evaluating professional learning do you find essential?
2. How do we know that the professional learning is making its way to the classroom?

# How and Why of Evaluation

Good evaluations are the product of thoughtful planning, the ability to ask good questions, and a basic understanding about how to find valid answers. In many ways they are simply the refinement of everyday thinking. Good evaluations provide information that is sound, meaningful, and sufficiently reliable to use in making thoughtful and responsible decisions about professional development processes and effects (Guskey & Sparks, 1991).



# Guskey's Evaluation Framework



Adapted from Guskey, 2000, pp. 79–81

# What the research says...

Review the information for your table. Complete the double-sided journal as a 'Brain Dump' to share your thoughts.

Consideration 1

Consideration 2

Consideration 3

Consideration 4



# Discussion and Synthesis

## Activity: Chat Circles

- Find a Trio
- High five, elbow bump, fist pump
- Share with your circle partners

Which 'Consideration' did you review?

What were your 'brain dump' ideas?



# Summary & Wrap-up

## Set Standards for Acceptable Performance

- Specify how good is good enough
- Specify “success” in advance
- Provide a benchmark/baseline for comparison before and after professional learning
- Collect data - look fors and walkthroughs



Teachers participate in collaborative learning experiences.



Teachers implement new learning in their instruction.



Student performance increases.



# Evaluation Assumptions

- The staff development program is data-driven, research-based, and well-defined.
- The school, district, or regional agency has the capacity, including fiscal and human capital, to implement both the program and evaluation with fidelity to their designs.
- Key stakeholders in the school, district, or agency intend to use the evaluation results to make decisions about the program.

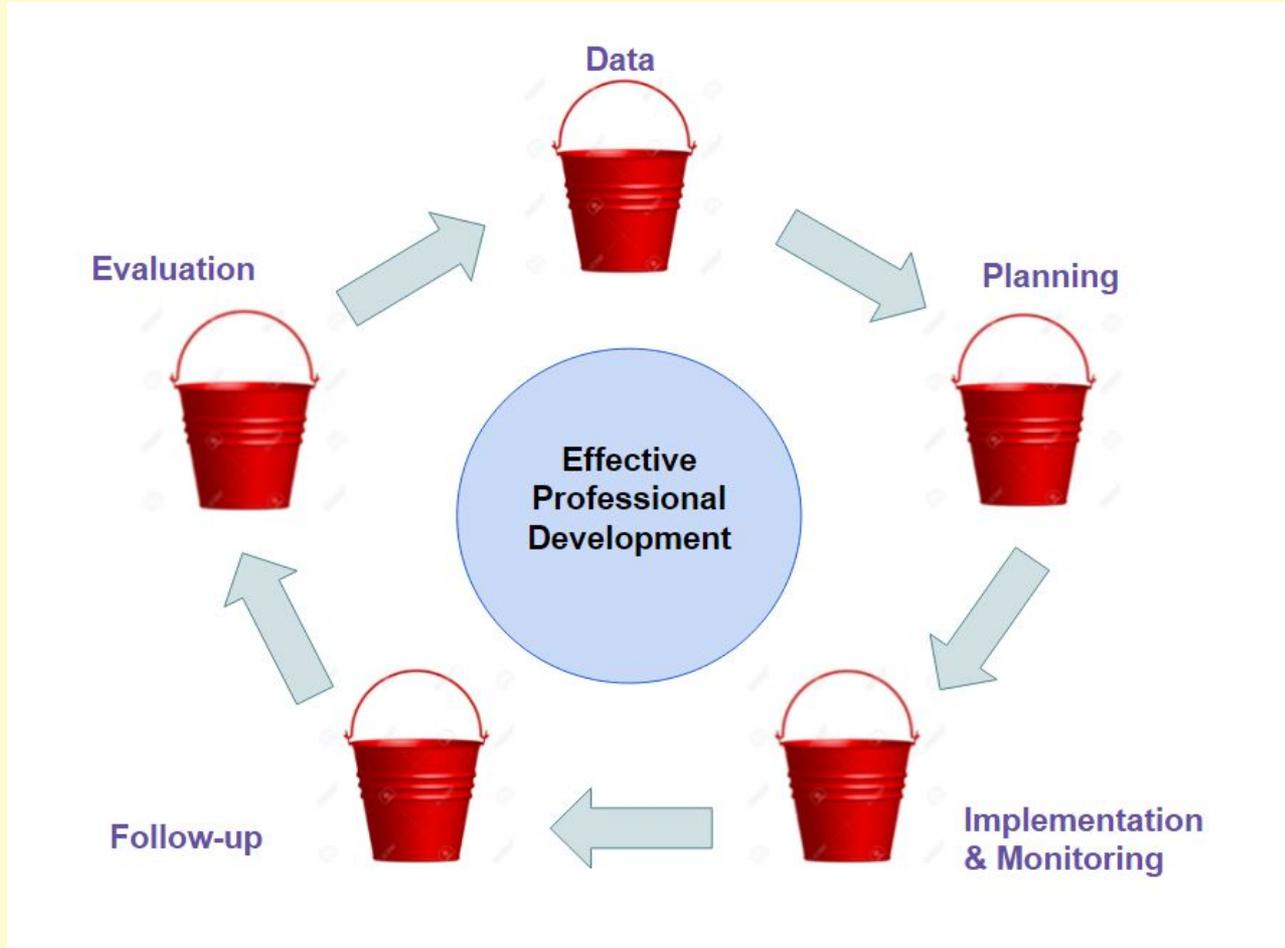


## Discussion Questions

- How do the NC Star Indicators align with your previous understanding of professional learning and any new learning from this session?
- How will you use the NC Star indicators to create a focus Professional Learning Plan?



# Summarize and Reflect



# Discussion

## Guiding Questions:

- Background Knowledge/Culture/Data
- Planning
- Implementation/Monitoring
- Follow-Up
- Evaluation

Participate in [Kahoot.It](https://kahoot.it)



# Most Important Learning

Padlet [link](#)

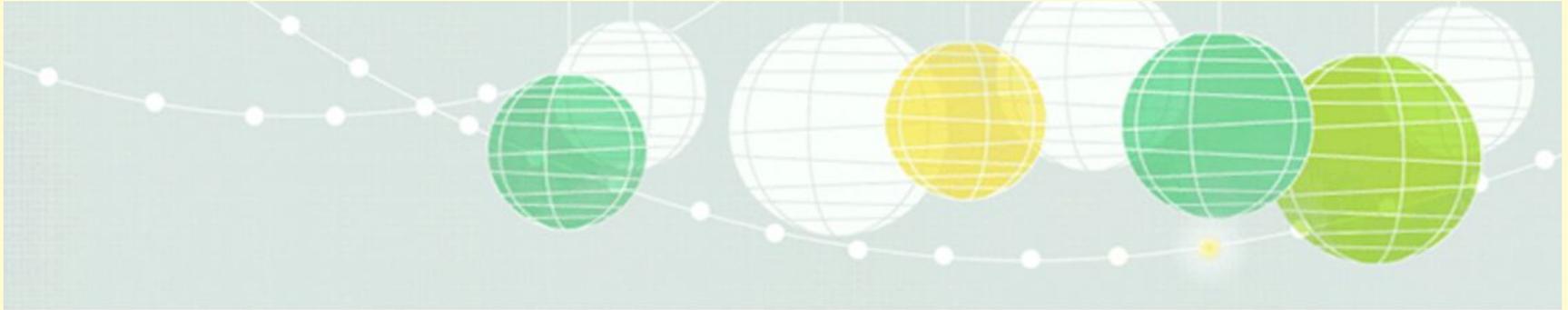
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## Professional Learning Outcomes

What were the most important ideas learned from Creating Effective Professional Development as a Part of the SIP?



# Feedback



Professional Learning Session Feedback  
Form - SIP Conference

[Link](#) to Feedback Survey



# Thank You

## Contact Information:

Dr. Frances Harris-Burke - North Service Support Coordinator

[Frances.HarrisBurke@dpi.nc.gov](mailto:Frances.HarrisBurke@dpi.nc.gov)

Jennifer Bass - East Professional Development Coordinator

[Jennifer.bass@dpi.nc.gov](mailto:Jennifer.bass@dpi.nc.gov)

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